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# What Does the Home Expect of the School?

By SIDONIE MATSNER GRUENBERG

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IT IS commonly assumed that, since parents and teachers are exerting themselves for the benefit of the same children, their interests and concerns and objectives are necessarily identical. This tradition has obscured the fact that the home and the school play two distinct roles in the education and the training of the child.

Home and school have not only distinct objectives: they approach their tasks in different ways and employ different techniques. And the more fully each recognizes its own special function in relation to the child, the more consciously each bases its approach upon the unique values that it alone can contribute, the more will the child profit from the combined efforts of these two institutions.

This is not at all to say that home and school are to work along divergent lines, ignoring one another; it is rather to emphasize the need for a more effective cooperation. To further this, parents and teachers must be clear as to just why and where their demands upon the child and their expectations for him are different. They have to understand at which points they must maintain distinct attitudes, as well as those points at which school and home must plan together.

Most teachers have long known that in the schoolroom they have to address themselves not to "average children" but to particular boys and girls. At the same time, most parents have still to learn that the schoolroom deals with children in a group, of which their particular child is only a part. Thus the first education of parents on the subject of schooling must be to get them to see their child in relation to other children, as one of many. As a matter of fact, one of the prime values of the schoolroom lies in this very merging process, wherein the child learns to think of himself as part of a group of his peers. For some children this process is easier than for others. For

some parents, too, it comes hard, and then only as a conscious stoic acceptance.

An extreme example comes to mind which, though it did not occur in a classroom, typifies the failure of many parents to visualize group procedures and relationships. Sending her six-year-old to camp for the first time, an anxious mother telephoned the camp director on the eve of departure, "I want you to promise me," she pleaded earnestly, "that you will hold Julia's hand from the minute you get on the boat until you arrive at camp—she's so apt to be wild!"

This mother had no worry about what might become of the ninety-nine other children, some of whom might also have been "wild," while the camp director devoted herself to her one darling! In somewhat lesser degree, but just as emotionally, parents often expect their children's teachers to "hold them by the hand" not only fearing but even resenting the dilution of interest and attention that must take place in the classroom.

## *"Put Yourself in the Other Fellow's Place"*

- It should be possible for the parent to appreciate the teacher's task in terms of twenty or thirty darlings like her own all making their several demands at the same time. An affectionate teacher is often more effective than a cold one; but it is futile to ask of teachers that they love their pupils as do their respective parents; and it would be undesirable for them to do so, if they could. It is equally futile and equally undesirable to demand that parents be as objective in their educational efforts as are good teachers. It is in the nature of parents to be emotionally involved where their children are concerned; and it is in the nature of the good teacher to bring to her task a degree of objectivity that makes for balance and perspective. The teacher, as an expert, may be ever so competent or ever so well equipped, ever so interested in her class or in the particular

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children before her; yet parents must realize that her concerns must of necessity be restricted. The teacher, on the other hand, must accept the fact that a particular child is the center of the mother's concern, without resenting her excessive eagerness, or her disregard of the interests of all the other children. Precisely because the two are so different, parents and teachers can make their educational contributions in distinct yet complementary ways; and it is for this reason necessary that each be aware of the problems and functions of the other.

### *"But a Mother's Work Is Never Done!"*

- The conscientious teacher has a fairly definite set of objectives and is successful in proportion as she manages to attain these with the particular pupils entrusted to her during a prescribed period. The end of the term or the end of the year sees her task completed, so far as these particular children are concerned; and however well or poorly her task was done, further responsibility is waived with the change of classes. The eventual achievements of these children as personalities, however clearly envisioned, however ardently desired, must remain for most teachers largely of academic interest. But the parents of an individual child are concerned with him continuously, and with respect to all the fields of his activity. Year in and year out—summer and winter, whether the child is at home or at school, at work or at play—the parents are looking at the details of daily happenings and also looking ahead according to their imagination or aspirations. As between teachers and parents, there are differences in range, in continuity, and in degree of concern and responsibility.

An entente between teacher and parent demands of both not only an understanding of the child but also some insight into their own drives. The teacher's patience may be tried by what she considers the in-expert criticism of the mother; she feels that the mother appreciates neither the magnitude of her job nor the breadth of her experience. She knows the school system and she has taught hundreds of children. But this unspoken emphasis on her own professional status may be only a cloak for deeper and more fundamental feelings—perhaps, if she is unmarried, an unconscious jealousy of the woman who has a home and children of her own. The mother, on her part, may resent, with all her maternal fervor, the presumption that anyone can know more about her child than she does; it may even be evident that she feels a certain contempt for the spinster who knows children only in rows and acting under rules.

The fact that we have today so many mother-teachers should mitigate against these attitudes, and should help not only to solidify the common purposes but also to point up the essential differences between the tasks of mother and teacher. Nor need the mother-teacher resist these differences when she sits on the other side of the teacher's desk. On the contrary, her dual role makes her especially equipped to help other mothers to see and understand these differences.

If we are to get optimum results, the teacher must be aware of the child as an individual, but not merely as an isolated individual of a given age, for the child is very decidedly also a member of a particular family group. Each child brings with him to school all sorts of attitudes, biases and drives that have their sources in his family situation. Every good teacher knows that the individual child's classroom adjustments are often influenced by factors that never appear in conversations or in lessons. It is not only that children vary as to intelligence, special interests, capacities, and temperaments; they vary also as to their age-place in their respective families, as to the encouragements or repressions they experience in their homes, and in the degree to which they are involved in the struggles of their parents to maintain their homes and their mutual relations—or to escape from intolerable situations.

### *Home Sources of School Problems*

- It thus becomes increasingly imperative that the teacher have some insight into what is happening in various homes, and what effect these happenings may have upon the individual children who come to her from those homes. Such happenings, large and small, together with the manner in which they are affecting the parental attitudes and behavior, often provide the background for school difficulties seemingly unrelated. Obviously the teacher cannot visit the home of each of her pupils, even if she had the desire to devote all her "free" time to so worthy an undertaking. She must, therefore, count upon the parents to supply much of the background from which she may derive a helpful picture of the children who come daily before her. What are the parents' outlooks upon life, their difficulties, and their aspirations for themselves and their children? What other children are there in the family? What is the relation of this child to his brothers and sisters? What are the effects upon this child's attitudes of the father's aspirations or the mother's solicitude? Is the rebellious spirit a reaction against the school



or against a dominating parent, or an older brother?

Very often the parent can interpret difficulties or help the teacher to see danger signals; for overt misbehavior is not the only way by which children may react to their difficulties. Even those things in the child's conduct that seem to merit classroom approval may sometimes point to conditions that call for further exploration. The "good child," even the "talented" child, is not always the emotionally well adjusted child. The apparently pliant pupil who does A work may use his academic excellence to mask serious personality defects. A young boy's devotion to the study of steam engines and fire turned out to be the expression not of a scientific urge but of a powerful rivalry with an older brother who was getting all the attention, and who had to be shown that Edgar was not a dumb-bell. The fine poster, made by one girl for a school exhibit and contest, was completed at the expense of work from which her mother needed to be relieved, but which, because of certain home tensions, the girl was unwilling to do. In such cases the teacher may approve the results of the child's activities, but it is important, too, that she understand the drive that makes him persist in carrying out his purpose.

### *Keeping in Touch*

- But in the last analysis it is the particular responsibility of the home to assume the continuous guidance and adjustment of its children, however much the school may be counted on to contribute. Especially is this so with the child who is "different"—the child who, in one way or another, runs into more than average difficulty in adjusting to the group, whether through shyness or aggression, or through some discrepancy in skills which makes him either more or less able than his peers in some special direction. Parents who realize that this adjustment is a process not to be automatically achieved by the mere act of "going to school" will greatly help their children to feel less "odd." Furthermore, if parents appreciate that the particular difficulties which such a child presents demand a little more of the teacher's time, patience and skill than the individual has normally a right to expect, they will find the teacher all the more ready to make the greater effort.

One mother of such a child made a practice of dropping in informally at intervals, when she came to call for her child, to ask the teacher whether in the interim there had been any special occurrences about which she should know. Such casual but unmistakable manifestations of appreciation served to

make the task pleasanter and more effective for the teacher. For not only is the parent thus kept in touch with happenings and relationships at school which may throw light on home situations, but, conversely, the teacher is kept informed as to "how the wind blows" at home. And both may thus be helped toward an acceptance of the child for what he is, without resentments and fears and defences on the one side, and without condescensions or reproaches on the other.

### *Don't Interfere with Loyalties*

- There is another source of difference between school and home that calls for special understanding. For historical reasons that can be blamed on no individuals or groups, our schools for a century have represented a cultural tradition that contrasted at many points with the home background and outlook. The teacher's understanding and sympathy for children from the various types of homes came with difficulty, and often, unfortunately, not at all. How could teachers, earnestly bent upon making these strange children more like themselves, avoid altogether the invidious hint? The greater the breach between home and school, the more the child is compelled to choose between them. This is a choice that no child should be forced to make; he needs both home and school to round out his experience of living. If the home's opposition is so effective that it outweighs the school, the child is cut off from many of the expansions of experience which the school should offer him. If—as more often happens—the child rejects the home and throws the weight of his allegiance to the school and its society of other children, the deeper loyalties of the home will be seriously threatened. In any case, such mutual suspicions or jealousies almost invariably find their victims in the child whom parent and teacher are trying to help.

As our culture becomes more unified we may expect parents and teachers to have increasingly similar backgrounds of education and values—they will presumably come to speak the same language. Parents will share in the consideration of changes in the outlooks and methods of the schools. Adult education too will include increasingly an explicit acquaintance of parents with the problems of education as these arise out of the changing life of the community, and with the methods of education as these emerge from better insight into the nature and development of children. Parents and teachers will thus truly meet on common ground for a common purpose: the best education of the child.



# Understanding Progressive Education

By BESS B. LANE

WHEN parents meet to consider problems of education or to inquire at the schools about their children's progress, the questions they ask fall into two groupings:

"How can we make my child like unto me, educated as I am educated?"

Or, "How can we change education so that it will meet the needs of today's children?"

In the first group are those parents who feel that while perhaps their own education was somewhat limited in quantity, in quality it was wholly satisfactory. They want for their boys and girls what they themselves had, administered as it was administered to them, but perhaps in larger doses and over a longer period of time. They wish their children to grow up in the parent's image—done on a larger scale.

These fathers and mothers close their eyes to change and wish to return to those "good old days" when it was agreed that the mind should be packed as one packs a trunk—with a layer of first one thing and then another. They believe that somehow, in some way, these layers of learning will by some chemical process, integrate and produce an educated person. We now know that information that is acquired without interest and that remains unused is likely, in a large degree, to be forgotten in a few months, that there is no such thing as abstract "training" of the mind or transfer of power acquired in one subject to power in another, that information in itself develops neither an interesting personality nor strength of character. But in spite of these well-established findings, the drive for this packing process still goes on.

## *Parents' Doubts Spring From Their Own Experiences*

- Adults who are content with things as they were, who compute education in terms of time spent and facts learned, bring to the school such concerns as the following:

"I had long division in the third grade. In the same grade my child hardly knows his tables. Won't you do something to correct that situation?"

"Couldn't you give my child more home work,

enough to fill the hour between supper and bedtime? He wastes all that time with his cutting, pasting and painting."

"Peter can answer practically none of the questions in the back of his father's geography, the answers to all of which his father knew by heart at Peter's age. Can you do something to relieve our worry?"

For these parents the modern educator has little comfort. He is convinced that neither assigned home work nor the mastery of long division at an early age, nor the memorizing of the heights of mountains and the length of rivers, nor even knowing the products of Seattle, Washington, or Lynn, Massachusetts, will greatly influence Peter's present or future happiness or usefulness. As tactfully as possible, he explains the reasons for these omissions and lamely adds: "Education is changing."

The second group, the one to which most present-day parents belong, is composed of those who feel that in many ways their own lives and the lives of most of their neighbors and friends lack something of happiness and usefulness which a different kind of education might have provided. For their children they want schools interested in doing, being and becoming, as well as learning and knowing; they want the type of education that is concerned with experiencing as well as acquiring. They greatly want their children to have new aims and ideals, better than those they themselves accepted when they were in school. But they are uncertain as to just what form these should take and how the school and home, working together, can provide them.

The principles and practices of progressive education are far from clear in their minds. The vocabulary which teachers and other mothers employ in talking about it is new and troublesome. They have doubts and misgivings about the efficacy of certain methods and about the wisdom of introducing certain subject matter into the lower grades. They are troubled by the fact that progressive schools still have on their staffs teachers who lack many of the qualities the schools claim to be developing in their children. For explanation and direction they go to the educators themselves with many searching questions similar to the following:

What is a center of interest and how through it can you give continuity to learning?



What is a socialized recitation and what is its advantage over the question and answer method?

How can the children learn to persevere in face of difficulties, when the work is always made so interesting?

Are you sure that by these indirect methods each child is acquiring a mastery of the tools of learning to the extent of his ability to assimilate and to use to advantage?

### *Developing Character as Well as Brains*

- In spite of the sincere efforts of the educators to interpret modern educational theory and practice, parents continue to be confused. They have been told that the schools are concerning themselves with developing the children's interests, abilities, habits, attitudes, appreciations and understandings. But what interests, what attitudes and what appreciations? And what check is there to determine if modern education actually succeeds in developing the traits for which it is striving? In their efforts to get initiative, critical thinking, self-confidence and purposefulness, what assurance can progressive educators give us that they are not getting domination, argumentativeness, arrogance and selfishness?

With these uncertainties in mind, parents continue with their questions, making them personal in the hope of eliciting added and more specific information:

"Is my child acquiring an ability to sense his own needs, to help himself when possible and a willingness to seek help when necessary?"

"Is he getting a feeling of confidence in himself based on an understanding of his own interests, his abilities, his achievements, and also of his limitations?"

"Is he getting techniques for grappling successfully with the new and unpredictable through being given many experiences in meeting new problems and issues, weighing alternatives, planning procedure and evaluating results?"

"Is he being given experiences which will help him successfully to associate with and to understand his peers, elder people, younger people, different races, the privileged and the underprivileged and to be sensitive to their needs? Is he beginning to understand social issues and growing to feel that *he* has a responsibility to society?"

"Altogether are his experiences such that he is building the beginnings of a philosophy necessary to an ordered, consistent, and useful life?"

Again the educator does his best to make clear to these parents that their goals are his goals and their

concerns are his concerns. But progressive education is still too young, techniques and methods too undeveloped, and measurements still too inaccurate to make it possible to know and to tell parents to what extent these vital needs of today's children are being met. The educator can only assure the inquirers that modern education is aiming toward these things.

In explanation of the slowness with which education is advancing, he mentions the recency of the concern of science with education, the lack of good books, the inadequacy of his own training and that of his staff to do creative work, and the resistance of the community to change in education, the latter being the greatest and most insurmountable handicap.

### *Education Reflects the Temper of the Community*

- The reason for this arrested development in many private progressive schools is to be found in the community which supports them. Schools cannot run without money. Money is contributed by the wealthy. The wealthy are on the whole content with things as they are. Discussion of economic, religious, and political or social and racial questions is often taboo, because such discussion leads to thought and thought leads to doubt and to embarrassing and disturbing questions from the boys and girls at the evening meal. In a community of this type a discussion by the pupils of the policies pursued by certain large corporations, brought protesting 'phone calls to the school the following morning and all further talk along those lines was at once curtailed.

So long as schools studied mines, harbors, and mills, leaving out a consideration of human beings, they were safe; but now that they are tending to pause and ask about people—the people who own and the people who operate, the people who work and the people who don't, the people who are hungry and the people who have more than enough—they find themselves in a dangerous position. And this position will continue to become more dangerous as social issues become more acute and the lines more sharply drawn between those who "have" and those who "have not" in the world as it is today. Few persons care to support, from their own purses, schools where views, which may *tomorrow* deprive them of power and property, are considered suitable for discussion. This is one source of the impediments in the path of progressive education. In fairness, however, it must be pointed out that fear of thought and open discussion characterizes teachers as well as parents and that resistance to change in *every* school

and in *every* community, rich or poor, greatly hampers good education.

### *Real Strides Despite Handicaps*

- Questioning parents who had hoped for more assurance and more guidance from educators than they are now able to give, can, if they are interested in taking the long view, be helped to understand that in spite of blocks and blunders, education has taken enormous strides during the past twenty-five years. They can be given the comfort of knowing that their grandchildren will greatly profit by the vital and significant changes which will undoubtedly take place in the next quarter century.

One who dares to evaluate progressive education today and indicate trends is both very brave and very foolish—brave enough to face the mass of theory, often conflicting, penned by many educators and put into practice by many more; and foolish enough to think he can pull out of this conglomeration common and continuing threads of progress. Be that as it may, progressive education in the sum total seems to be slowly moving ahead in the following directions:

There is some evidence that school buildings are being constructed so that activity, comfort and quiet are possible for teachers, children and parents.

There seems to be a growing demand for teachers

and administrators who are interesting people with an experimental attitude toward life and faith in the use of the intellect.

Constantly more attention is being given to devising ways of developing and ways of estimating if not measuring growth of the intangible values of education, such as cooperation, critical thinking, dependability, open-mindedness and creativeness.

In spite of all the obstacles, more and more schools are presenting both sides of controversial issues, a procedure making for social sensitivity, social responsibility and social maturity.

And perhaps the most significant and hopeful tendency of all is the growing feeling that education is the affair of the community and that factories, museums, libraries, homes, churches, granges, farms, police stations, fire departments, welfare councils, family agencies, mental hygiene clinics, art galleries, stores and city halls must now take themselves to the schools and make the schools welcome within their own walls.

In spite of inadequate buildings and equipment, undeveloped teachers and conservative communities, progressive education is truly progressing. And when more liberal, informed parents have reached the point where frequently and insistently, individually and collectively, they present their ideas, concerns and hopes to the school, education will be less snail-like in its journey through the centuries.

## Roots of School Problems

By EDWARD LISS, M.D.

WHATEVER the age or temperament of children may be, the first days of school disclose vividly and kaleidoscopically the complexities of human conduct. Children are likely to experience difficulties of varying degrees after any considerable absence from school, be the absence due to illness or to family disruptions, to changes in economic status, or to other disturbing experiences. Such difficulties of adjustments may also be observed in the child's first days at camp and the depth and duration of these periods vary with each child. Stress and strain attend any move from one environment, which has been fixed through experiment and experience, into another environment where the pattern and design for living must undergo alteration and adjustment. The more basic the change, the

more pronounced the symptoms, since all progress, at any age, is attended by either hidden or open anxiety. This anxiety must be digested before a forward movement is possible. The more solid yet flexible the foundation, the less friction attends the move from the old into the unknown new.

### *Repeating What Has Gone Before*

- At whatever age it takes place, this move reviews in a condensed form, the preceding experiences of each individual child. In other words, we see the tradition from which he has emerged repeated in the tradition, with which he now attempts to meet or evade new demands upon him. In that pattern are enclosed the two major primitive family relationships: the child's relationship to adults, that is to his



parents; and his relationship to the other children in his family.

The child whose experimental period at home with parents and sisters and brothers has been successful is fortunate. In that success is inherent an ability to step out into new give-and-take relationships of a social nature and a cultural color, with a maximum of self assurance and a minimum of fear. It is upon the basis of stabilized social techniques that the child builds new social contacts and new cultural contents.

The relationship between the learning process and social adjustment is a close one. Just as social techniques of necessity come from the environment, so does that environment impart corresponding aspects of knowledge. The more friendly the environment, the more eagerly does the growing organism reach out, in spite of its fears; the more unfriendly the surroundings, the less tendency to venture into the new. The first days in school, viewed from the standpoint of the child's emotional life, will, in all likelihood, reawaken the difficulties encountered in infancy. Thus, the child who showed temper, stubbornness, fears, and anxieties at weaning from the mother's breast or at physical separation from her presence, will in all probability repeat that type of behavior in the early school days. On the other hand, the child who has been enabled to meet these primitive frustrations with equanimity takes the early days of school "in his stride."

On reaching school age, too, closer analysis often reveals the fact that he reacts to his teachers *as if* they were his parents. Further, his adjustment to his schoolmates will, in large measure, be determined by the struggles, the success, and failures, with which he has striven to accept his own brothers and sisters in family life. The child's experiences in acquiring knowledge at school may be likened to his nursery experience: classmates, like brothers and sisters at home, are permitted to share the adult (teacher or mother) with a minimum of individual rivalry and a maximum of group gratification. The ability to give up, or the element of self-denial, is made possible by the gratification which comes from sharing with the group, who in turn, by barter, share with him. The role of the teacher as a good provider (of knowledge) is in many ways similar to the primitive biological parental role, except that the nourishment now offered is of an intellectual order. In the younger grades it is still tied up with food—orange juice or milk and crackers in the morning. But as a privilege of growth, the child's nourishment is

broadened to include facts and techniques, and as he grows, he seeks just these things and thrives on them.

### *Family Patterns as a Life Theme*

• We may say there is a fugue which extends throughout life. The major theme is the primitive family relationship with parents, brothers, and sisters; the overtones and harmonies are provided later in life through subsequent experiences with persons who function as the psychic equivalents of these earlier figures.

In the category of parental images are placed guardians, nurses, governesses, teachers, uncles, aunts—all adults who are symbolically representative to some extent, of those early figures, the parents. Just so, the child's contemporaries—namely, classmates, playmates, members of the same generation—are in their way variants and, to some degree, duplicates of their brothers and sisters. And, similarly, the learning process is one of ingestion, digestion, and elimination of waste products, and the child's *habits* of learning are often related to his primitive habit patterns in the matters of ingestion and excretion.

All adjustment has a cyclic pattern, a repetitive aspect which to a certain extent is automatic and which with repeated experience becomes more and more fixed. Such patterns may be favorable or unfavorable to a child's best development. The domains in which these adjustments manifest themselves are broadly three:

- (1) Social Relationships
- (2) Learning Processes
- (3) Physical Phenomena

First adjustments in social relationships manifest themselves in:

- (a) Attitudes toward teacher
- (b) Attitudes toward classmates

A satisfactory relationship with the teacher implies a similar one at home toward parents. A satisfactory relationship with classmates implies a satisfactory sibling adjustment at home. But it must not be forgotten that "satisfactory" here must be given a deeper meaning than merely "being good" or being "popular." Where there have been no brothers and sisters, the experimental period is likely to be lived out in the schoolroom with classmates. Of course, this is a somewhat rigid and formalized concept, yet it is of value as a working hypothesis by which to evaluate the environment from which the child has come. Let us bear in mind, however, that each child is an individual and that one must make allowances for that fact and not arrive at stereotyped conclusions



regardless of the particular coloring evoked by each child.

The second domain is the learning process itself, which primarily implies an unknown terrain which the individual enters best when most secure in human relationships. It should likewise be borne in mind that this field may be exploited in unhealthy ways to compensate for a lack of social gratifications. I would like to add that when mentioning the learning process, I definitely include the intellectual activities in their all-inclusive sense—the sciences, the arts, crafts, and so on.

The third domain is the biological one, or the field in which the child betrays his inner tensions. "Physical" disturbances often appear which may easily be mistaken for genuine organic disorders, and may involve any part of the human organism, namely, the five senses, the gastro-intestinal, the respiratory, the genito-urinary, etc. Actually these may be manifestations of difficulties of adjustment to the demands of life itself. These disturbances are not necessarily confined to one category; they may be myriad and heterogeneous in their composition, the symptoms may be a potpourri into which enter manifestations from all three fields of activity.

### *Demands Differ at Different Ages*

- We may also name three major age-eras of adjustment. It is characteristic of each era to emphasize one of the three domains, in preference to the remaining two. The foreground varies; the background is different with each era, although the elements participating are present in all three. For instance, for working purposes, we may take as the first era the period up to seven years. Under ordinary circumstances this includes nursery, kindergarten, and the first year of elementary school. Throughout this entire period the accent is upon the biological development, yet the secondary area is in social relationships, the third and minor role is in the so-called formal learning process. In other words, the highlights are biological, the background sociological and cultural. They are all present, so that if one wishes evidence of the struggle for adjustment, one would expect that evidence to be in terms of physical disturbances primarily, and to a lesser extent, in terms of social adjustment.

The second major era may be set as the years between seven and puberty. Here concern with social relationships occupies the outstanding role; but intellectual activity also takes on more importance than it did previously, and the biological development

subsides into a place of relatively minor importance. Manifestations of strain here would take place in the realm of human relationships, primarily; second in difficulties in school work; third, if unduly hard pressed, in the biological domain. The accent is specific to each individual.

With puberty, due to the acceleration of all functions, particularly those related to sexual development, the tempo of change because of new biological contributions, is increased. The accent is now upon an increasing interest in the opposite sex, in personal independence and revolt against parents. With all of these, new insecurities make their appearance. One may say that this period reviews intensively the two preceding eras, and adds to them the new manifestations of sexual maturation.

These phenomena of adjustment in the order of their dominance may be represented as follows:

#### *Ages—1 to 7 years*

Biological habit formations; social relationships; learning process.

#### *Ages—7 to 12 years*

Social relationships; learning process; biological habit development.

#### *Ages—12 to 18 years*

Expansion into maturation. Emphasis varying with each individual, yet determined by the two preceding eras.

### *How Children Achieve Self-discipline*

- It has often been said that "all childhood is a neurosis." That is, it is a time at which the individual behaves in a way which though normal for the child, must needs be outlived if a sound maturity is to be attained. If this is true, then puberty can be regarded as an intensification of that neurosis, since a host of new factors appear to cause complications before the process of integration and maturation is complete. The growing child is now normally going through a series of adjustments accompanied by intense psychic strains. Through trial and error, he gradually builds up a form of discipline within himself which is a compromise resulting from the discipline imposed from without and that which is actuated by his own inner demands. Thus equipped, he enters into new environments which may test that discipline, demanding much or little variation, depending upon the tradition which he carries with him from the home into the tradition which he meets in school and in the outside world in general.

It is the impact of these two traditions upon



one another which determines the kind of discipline which the mature individual finally makes his own. The more they harmonize, the less the friction for the child and the smoother is his course in assimilating them. The choice of a school should therefore be made with this need in mind. Where the home tradition has been crystallized too formally, a freer school atmosphere may lead to initial insecurity; where the home tradition has been free and the contact in school is with a more formal tradition, the adjustment in turn may bring friction. In those cases where home and school traditions differ widely we often find a period of great difficulty for children with symptoms involving any of the three domains, according to the age of the individual.

### *Lessons of "Give and Take"*

- The demand upon the individual to give up something which he has, for something he is to get, is never easy. For children, tangible evidence of the gain in the give-and-take process must be anticipated rather than predicted, and in a school situation where the give-and-take practice is habitual, the child sees about him elements which make that barter possible. Where he discovers that sharing with others is honored among his fellows, he learns to deny himself in order to acquire this virtue, and when others in turn share with him, he is to some extent compensated for his self-denial.

This leads us to the function of the school, whatever its philosophy may be as we see it. First, because of the infinite variations in human beings, above all things the school must be flexible. If it is to function as an institution where one learns how to live, it must primarily be aware of the differences between human beings as well as of their common denominators. Hence the illusion that the free school is without discipline, when actually the very flexibility of the school is an indication that it is aware of the child's varying needs. At its best, such flexibility implies a profound discipline which has within it both flexibility and strength. One may liken that concept of discipline to the tensile flexibility of Damascus steel, which bends, but does not crack. The earliest tradition of the free school may have been one of mere revolt against the rigidity of the old type of educational practice, but that phase is behind us. The philosophy of progressive education offers a far more positive vision in which "discipline," though redefined, is a very real goal. Whether this indicates the conservatism which comes with years or whether it is the result of experience is an academic

question. No longer can the educator satisfy himself or the parent by merely letting children "do as they please," unless such tactics have been deliberately instituted by the teacher because of insight into the needs of an individual child. Not ignorance but insight; not fear but wisdom. No amount of free education is successful unless there is this strain of inner discipline permeating it as an indication of security, and as an instrument which spreads into all teaching in whatever direction it may be focused.

### *Combining Science and Sympathy*

- Pedagogy in the last analysis is an art and the understanding of young people still taxes our intuitive powers. In spite of the increasing scientific knowledge with which the modern educator is equipped, there are vast areas which still depend upon the unpredictable human element—the personal equation between two human beings, upon reactions uncoded by previous practices and experiments. The progressive school offers this extra opportunity to work through the normal maladjustments due to growth, with understanding, with sympathy, and with direction, when direction is necessary. How far can this opportunity be capitalized or exploited by a specific individual to the detriment of the group? It is an individual problem, depending again on the ever-increasing demands upon the insight of the educator. How far can the inherent maladjustments of the child be permitted to work themselves through to health at the expense of the group as a whole, or of specific individuals in that group who may in turn have their own problems to contend with? True, educators in progressive schools have often erred on the tolerant side, feeling with justice that often our best material is to be found in these odd children, who, if they can but find themselves, offer a certain impetus to a society which is enriched by their leaven.

The task of education is to give the best opportunities to growing children to expand in a variety of situations. To this end, it offers experiences which may be in or out of line with its own early traditions or with the home, and which in some cases encourage expansion in spite of the home. The school should provide children with the opportunity for inner growth in such a way that those around can also grow. Growth must take place *with* others, rather than at the expense of others. Thus defined, education becomes the acquisition of knowledge which will help human beings to meet the vicissitudes of life in all its phases and to live at peace both within themselves and with others.



# The Youngest Goes to School

By MARTHA MAY REYNOLDS

NURSERY schools have come to stay. There can be no mistaking the signs—1,900 emergency nursery schools in forty-seven states, 262 regular nursery schools and uncounted play groups show the trend of the times. The title of a new book from the writings of Harriet Johnson is the watchword—"School Begins at Two."

So this fall more parents than ever before will be facing the question: "Shall we send our child to nursery school?"

It may be helpful, then, in the space of this short article, to suggest a few points which parents should consider in answering this question. These points may be arbitrarily grouped for convenience under the following headings: Health care, contacts with other children, guidance, and play opportunities.

Health care is placed first in the list because it is a cause of concern to most mothers: "Will the teachers be careful that my child doesn't catch cold? Will they put on the right sweater at the right time? Will they keep him out of drafts? Will he catch measles, mumps, and goodness knows what from other children?"

These are questions which every mother asks herself before she entrusts her child to any school; and rightly so. Illness can be serious with young children, and modern scientific opinion is on the side of protecting preschool children from as many diseases as possible. The first question to ask about the particular nursery school under consideration is to what extent it will protect the health of your child.

## *Health and Other Needs of Young Children*

- A good nursery school makes a daily inspection of each child's nose and throat, requests a daily report from the home about the health of the family, makes a daily report to the home of the happenings of the day at school, and carries out a rigid policy of excluding every child who has a cough, a runny nose or any other sign of illness. This last may be inconvenient when your child is sent home with the sniffles, but it gives you a comforting assurance that your child won't encounter any other child's sniffles at school.

In spite of these precautions, children often have a cold or two when they first join a group, and it is best to be prepared for them. It is also well to remember that colds and illnesses are not limited to nursery schools and that you have little or no assurance that your child will stay well even if you keep him at home. Reasonable health care, eternal vigilance for runny noses, and a program which protects from fatigue are all that one can expect from even the best nursery school.

But parents have a right to assure themselves that the school to which they are planning to send their child will do its part in keeping up the good work which they have started with regard to the child's general health.

Second on the list comes "opportunity for contacts with other children" as an important feature of nursery school education. In the minds of many parents one of the chief reasons for sending children to nursery school is to give them opportunity to play with other children.

"There are no children on our block and I want her to learn to play nicely with other children."

So speaks the parent and again wisely—children do need other children to play with, and often at an earlier age than we think. In a well supervised group they can learn the give-and-take which life demands, they can have the experience of being one of a group. To have to share toys, take turns, accept another's ideas—all these are wholesome experiences for even a young child and have early been recognized as some of the outcomes of nursery education. And, as in the case of health care, there are several questions parents should ask about the group in which they plan to enter their child. What guidance will the child have? Who is the teacher? What is her training and her experience? What are her qualifications for her job? Don't be content merely to have your child play with other children; insist on a good teacher to supervise the activities of the group. Too many people have the idea that just playing with a group is all that a child needs. But unless there is wise and understanding guidance, a child may learn to bully rather than to take turns, to boss rather than



to accept another's ideas, to submit rather than to stand up for his own rights. A good teacher is fundamental in any preschool group, whether a two-hour play group or an all-day nursery school.

But how can a parent tell who is a good teacher of preschool children? There is no one test; one has to judge on the basis of the training the teacher has had and that vague but important thing called "personality." It goes without saying that, like teachers of older children, a nursery school teacher should have had some special training for her job at a recognized institution. The day has gone by when any young girl or old maid who "loves children" and needs the money can be considered competent to care for young children. We know now that the best is none too good for children at the crucial preschool period. Group experience under a teacher who does not know her job may be a step backward, rather than the step ahead the parents planned it to be. Therefore, look well to the teacher of the group your child is to enter.

Next, find out how many children there will be in the group and what their ages are. Twenty-five children between the ages of four and six are about enough for the ordinary child; for some high strung children and for younger children even such a group is too large. In a group of any size, there should be special provision for the different ages whenever a wide age range is represented. Unless there are other children about your child's age, he will have little opportunity to play *with* other children. Two-year-olds differ in many respects from four-year-olds, and when children of varying ages are in the same group, careful planning is necessary to give each age level its rights. The well trained and skillful teacher will plan carefully for this and all will be well. With inexperienced teachers, special provision is all the more essential.

### *Two-Year-Olds at School*

• "Should a child as young as two be sent to nursery school at all? Isn't he better off at home?" These are questions in the minds of many parents.

"What child? What home? What nursery school?" the expert would ask before giving an answer.

Nursery education is being provided these days for children even younger than two. A forward-looking day nursery has recently put a nursery school teacher in charge of its one-to-two-year-olds to develop a program to meet the needs of children of this age. It is not the age of the child which is

the determining factor but the home situation, the nursery school in question, and above all, the needs of the child himself. In homes where children are largely cared for by maids, nurses or harassed housekeepers, the school has much to offer even the very young. Even in less obvious cases a good nursery school can often offer more for the child's development than the average home under our present-day conditions. But good nursery schools are few and far between and your home may be unusual. The decision of the age at which to enter your child must be yours. It must be made for your particular child, and in view of the particular circumstances.

### *A Chance to Play and Grow*

• Last of the four features of nursery schools selected for discussion in this article comes play opportunities. A good nursery school provides ample space both indoors and out and a wide variety of equipment for different types of activities. It may come as a surprise to many parents that modern homes find it difficult to meet the needs of the preschool child in these respects. The child from two to five needs *space*—space to run, to ride his tricycle, to pull his trucks, to pile his boxes and boards, to build with blocks, to dance and to do all the thousand and one things which help a young child learn to manage his body, develop his muscles and his self-confidence. This is at a premium in apartments and small homes. And not just space alone is needed but an adequately protected play yard. The fenced-in yard is an outstanding feature of nursery schools, because teachers know that children of this age are prone to wander away, and when intent on their play, cannot be expected to remain within less tangible boundaries. Next in importance to space, comes equipment. It need not be large or elaborate, but it does take up room and is not of the type that most homes ordinarily provide. There should be something to climb on, which lends itself to dramatic play, so that as the children grow older it can become a train, or a house, or a boat, as suits the children's fancy. Large blocks and boards are indispensable and in constant use for a variety of things. The list of other equipment is too long to be given here. Paints, clay, peg boards, indoor blocks, hammers and saws are some of the materials which children experiment with in nursery schools. Each has its place in bringing out the abilities of the children at an early age. Before making final arrangements for putting your child in a school, then, check the play

*(Continued on page 31)*



# The Less Said, the Better

By ELIZABETH IRWIN

PERHAPS the one place that a mother is glad to admit quite sincerely that her child is just an everyday child is when she is struggling with one of those vexing problems that seem at close range just almost insoluble. When it is a matter of carrying a tune, learning to read, dancing and things of that sort, we all of us feel that perhaps our child is a little bit exceptional—on the plus side, of course. But when asking for professional help because George is taking pennies from mother's purse and teacher's desk, it does sound good to be told that you have just an ordinary child.

Nearly all children go through a period of doing just such things and yet grow up to be men and women of integrity. Just this knowledge helps you handle your own problem more calmly and, therefore, more effectively. There are few families where typical deviations from the straight course of progress do not crop up and have to be faced.

Some of these are primarily home problems and some more especially have to do with adjustments to school life. The most obvious and frequent ones are so definite that they can even be listed and almost dated. Some of the most common ones are: Dawdling, showing off, persistent disobedience, general lack of cooperation with adults, lying, stealing and cheating, using "dirty words," excess sex curiosity, and exhibitionism, a drive on money and excessive interest in earning, saving and "chiselling."

There are none of these problems that one does not encounter every week in a school. Some of them occur and recur and are handled by the teacher without seeking home cooperation. A teacher is likely to feel that if Ann does not cooperate, it is probably her own fault and sets out to win the child by artful methods that good teachers know how to employ. But as a rule where home and school relationships are good, the first step in tackling a child's problem is for teacher and mother to get together and tell each other all there is to know about what is going on and what seems to be behind it. I think this kind of honest conference between mother and teacher is one of the big contributions that the new kind of school has made to handling children's problems. Such getting together is more often initiated by the teacher than the mother, because a mother always hopes that "he doesn't do that in

school." But, of course, he does. Sooner or later, in a modern school, a child acts like himself and shows his true pattern. And this is a good thing, for nothing is less healthy than for any individual, old or young, to live two different lives.

## *When to Expect Your Child to "Go Wrong"*

- Certain of the perennial difficulties seem to be age problems more than anything else. Showing off and dawdling go with being six years old. At seven these take a back seat until adolescence, while stealing and rough language appear. At eight, children begin to feel the power of money and although by then they have probably learned, for the most part, to be square about it, their imagination is often too much preoccupied with its glamor and with ways of acquiring and spending it.

None of these problems affects all children, but all appear constantly in the age groups where they are to be expected, and like the measles, they are contagious. But also, like the measles, the school and the home may both feel relieved to check them off the list as something past.

There is nothing absolute or hard and fast about the ages at which these problems appear. Some children get their teeth and learn to walk sooner than others, and in the same way, may be early or late in trying out their little aberrations, or indeed may handle them so unobtrusively that they never assume the proportions of a problem for themselves or the adults concerned. But in general it is fairly safe to predict that no class in school ever passes seven without the subject of stealing having to be tackled.

## *Helping Individuals Through Groups*

- This is one of many things that can better be handled in a group than individually. Once upon a time when these small peccations were looked upon as a miniature crime, parents thought they were doing right to keep the matter secret and used to discuss it intimately at bedtime in a hushed voice. This technique, used so generally in the past for handling many problems including those touching upon sex experiments, engendered a sense of guilt that usually brought in its wake many consequences more serious than the original crime.



Nowadays a missing nickel is a subject for class discussion. All the children of approximately the same maturity can air their views on the matter, speak openly of the suspected person, and clear the air before lunch. This, of course, is not the end of it. Next week, if not tomorrow, a like problem will arise. The previous discussion is a good stepping off place. Sometimes it happens that children who had never yet adventured into this field may be led on to experiment in dishonesty by such discussions, but usually such a timid soul is better off for his daring, and in a few weeks or months the class has settled down to being a pretty reliable group. Perhaps one or two children with underlying compulsions will still continue to take money. They need a more thoroughgoing treatment than the kind of group therapy that takes care of the ordinary child. In situations where this impulse to experiment with other people's money is less openly dealt with, the problem may be delayed until a later age. It seems to us in our school best to lay it wide open when it first appears. This method seems to be justified by the fact that we have so little stealing in the older groups. The nine-year-olds handle quite large sums of money in connection with their candy store in a very reliable way.

At eight, another group problem emerges, also concerning money. Children of that age, especially the boys, often become much too concerned with the possession of money. They begin to develop interests that demand its use and to feel the power it gives them among their friends. Children who come from a distance begin to travel alone at this age and misappropriated carfare becomes one of the ways of getting an extra nickel to spend on candy or gum. Slipping by automatic turnstiles without paying one's fare is another temptation. Handle each of these as you may, they still remains a terrific drive to hear pennies clinking in the pocket and to buy candy and little gadgets at the neighborhood stores. Talk is pretty useless in the face of this drive for power through money. It is hard to meet because it is so realistic. There is no gainsaying the fact that the boy who treats has a following. This is, of course, closely tied up with the struggle for social security that has also come to be so strong in those years.

### *Money and Sex—Knotty Problems*

• Our lack of success in talking children out of this overwhelming interest in money is one of the chief reasons for instituting a candy store with the nine-year-old group this past year. Here they not only

have plenty of chance to handle money and enjoy as a group the legitimate thrill of earning money but also this business gives many opportunities for the discussion of business ethics in a concrete and practical way. Another value of this group activity is that it also involves the girls equally with the boys in the money situation. While the boys are too largely preoccupied with barter, girls are often too little interested in the realistic aspects of life and are prone to go romantic. No danger of this when a business undertaking is once launched. They are right there as salesmen, bookkeepers and business managers. It makes a common meeting ground that forms a good basis for later association when the boy and girl problem is often enhanced by lack of shared interests.

There is no more comforting thought in regard to the sex problems of children than to regard them as age problems. It is the gripping fear that this may go on and get worse which makes parents feel that they must go so sternly and vehemently after these childish experiments into a field so long considered beyond their years. It is my own opinion that children work through these situations better when adults know nothing about them. Therefore, so far as possible, when they do come to light, as near an imitation of not knowing as can be managed would seem to be the most effective way of letting them pass by. Of course, the pitfalls to be guarded against in such a position, are the possible interferences by other adults who do not share this view, and the influence of some wrongly sophisticated child in a group. Both of these are very real dangers. So much so, that in many situations, it is better to bring the matter to group attention and by stripping it of its secret quality, expedite its blowing over.

So called "dirty words" are an annoying upcropping that are almost universal in an environment where children have an opportunity to play and talk freely together. Something about their novelty gives them a fascination not easily dispelled. It may be the first time that children get a sense of their contemporaries as something separate and more precious than their elders. If that is true, something good is accomplished by what most adults consider a doubtful method. When these words are overdone or cannot be ignored, children who have evolved beyond the enjoyment of them often turn upon their classmates and make them feel they have had enough.

If your child does not have any of these problems, he is probably not a normal child and you should see a psychiatrist.

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# CHILD STUDY ASSOCIATION ACTIVITIES—1936-37

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## STUDY GROUPS, COURSES, SEMINARS

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### FAMILY GUIDANCE AND CONSULTATION SERVICE

**P**ARENTS EVERYWHERE are increasingly eager to know where they may turn for help in gaining a deeper understanding of themselves and their families. The Consultation Service is based on a recognition of this need of the present-day family for skilled counseling in the many matters, large and small, with which it is confronted. Under the direction of a psychiatrist and a psychiatric social worker, it offers to every member of the Association an opportunity for personal interviews and discussion on all problems pertaining to marriage, child development and family relationships. The number of consultations in each case depends upon the need. Active members are entitled to one interview without charge; further fees and fees for non-members are arranged individually.

### INTRODUCTION TO PARENTHOOD

#### Problems of the Prenatal Period and the First Six Months

Eight Tuesdays, beginning October 20th—2:30 to 4 p.m.

RUTH BRICKNER, M.D.    MRS. ANNA W. M. WOLF

The purpose of this course is to clarify some of the emotional problems of the early period of parenthood as they affect fathers, mothers, and infants. It is planned especially for young or expectant mothers, but is open to others.

Three observations: at the Maternity Center, Cornell Medical Center, and the Birth Control Clinic.

Five lecture-discussions on such topics as the following: Arranging a sensible routine for the early months—feeding problems; out-of-doors; naps and sleeping, helpers and nurses.

Thumbsucking and other "bad habits." When to train for bladder and bowel control.

Mental growth—suitable toys and activities.

Emotional development—play; sociability; fears and tensions; love and its expression. Visitors for the baby; grandparents and others. Effects of the coming of a baby on the parents' relationship.

### EARLY CHILDHOOD

#### Routines and Training from 6 Months to 2 Years

Twelve Mondays, beginning October 19th—2:30 to 4 p.m.

MRS. ANNA W. M. WOLF

How do little children learn? The place of routine. "Good habits"—how are they formed? Temperamental differences.

What are the most helpful procedures in developing wholesome attitudes toward eating, sleeping, bladder and bowel control, play, sex habits?

What do we mean by "discipline"? How much discipline does a little child need? How effective are rewards and punishments? By what processes do children grow in capacity for self-discipline?

How may the personal problems of parents as adults influence the personalities of their children? In what ways do young children need their fathers? How may parents help their children to achieve emotional stability and self-confidence?

To what extent are our children what we make them? To what extent are their characters determined by heredity and constitution?

### TWO TO SIX

#### Foundations of Personality and Character

Twelve Fridays, beginning October 23rd—2:30 to 4 p.m.

DR. MARY SHATTUCK FISHER

The emotional needs of young children; their experiences with father, mother, brothers, and sisters.

Management of thumbsucking, bedwetting, eating, tempers.

What is the place of "obedience" in the life of young children? How can parents arrive at a balance between freedom and authority? Rewards and punishments.

When do children begin to need the companionship of other children? What are some of the values and limitations of the nursery school?

At what age and to what extent should children be expected habitually to put away their toys? To eat everything? To dress promptly? To have "good manners"? To share their toys?

How shall we tell young children about sex differences? Where babies come from? The father's part in procreation?

Personal problems of parents as adults—their effects on the personality and character development of their children.

### SIX TO TWELVE

#### The Widening Horizon

Twelve Wednesdays, beginning Oct. 21—11 a.m. to 12:30 p.m.

MISS EVA LEWIS SMITH

What do we know about the basic nature of the six-to-twelve-year-old? How does the parents' role change as the child grows older? Freedom and authority; rewards and punishments; habits—good and bad; growing toward self-discipline.

Antagonisms between brothers and sisters—are they inevitable? Do they ever have value?

Sex interests of school-age children—what are they? How should they be met?

The use of money—allowances, earning, spending, saving, borrowing. Money and discipline.

Making school a satisfying experience. Parent-teacher relationships.

Children's friendships—the home's place in the child's social life. Who are "undesirable" friends?

Movies, radio, "entertainments"—assets or liabilities?

Religion and the child—do we owe our children religious training? Can we leave them free to choose?

### ADOLESCENCE

#### Youth Confronts the World

Twelve Mondays, beginning Oct. 19th—11 a.m. to 12:30 p.m.

MRS. SIDONIE M. GRUENBERG

To what extent are the emotional problems of adolescence caused by physical changes? By social pressure? By emotional problems? How successfully are home, school and community meeting the needs of adolescents today?

How much parental guidance do adolescents need? How can it be made acceptable? Conflicts—destructive and constructive.

The impact of outside forces upon the home—radio, press, movies. How can parents interpret to their children divergent standards of social and sexual behavior?

Educational problems—coeducation; vocational preparation; training for responsibility and character.

Should young people share family anxieties and financial burdens? Conflicts with parents on the burning issues of the present day; young people and social radicalism; religious differences.



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# CHILD STUDY ASSOCIATION ACTIVITIES—1936-37

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## FAMILY CONSULTATION SERVICE

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### PARENTS AND CHILDREN

#### Emotional Problems in Family Relationships Conflicts—Constructive and Destructive

Twelve Fridays, beginning Oct. 23rd—11 a.m. to 12:30 p.m.

MRS. CÉCILE PILPEL

How do family traditions influence the development of the child's personality? Is the "environment" the same for all children in the same family?

How may awareness of parental discord affect children?

What is the parents' responsibility for guiding the growing child in his contacts with the outside world—movies, radio, books, newspapers, friendships, relations between the sexes.

How do our present-day standards of "virtue" differ from those of the past? Do we owe our children religious instruction?

What special contributions does the father make to the character development of his sons? Of his daughters?

What particular problems are presented by the small families typical of today?

Is friction in family life ever wholesome? Conflicts between adolescents and adults—are they inevitable?

### PERSONAL ADJUSTMENTS IN FAMILY LIVING

#### Presentation of Case Studies

Eight Wednesdays, beginning Oct. 21st—11 a.m. to 12:30 p.m.

MRS. SIDONIE M. GRUENBERG

MRS. ANNA W. M. WOLF RUTH BRICKNER, M.D.

MRS. CÉCILE PILPEL

The aim of the course is to develop a deeper understanding of the emotional factors involved in normal family living and of the parents' role in the personality development of children.

Material will be drawn from the Consultation Service and other sources. Such typical situations as the following will be discussed: Problem in the home relationships of two children: the older, aged five, shy and inactive; the younger, aged three, robust, hearty, and still wetting her bed.

Marital adjustment of a couple essentially devoted to each other, but torn by the stress and strain of divergent personality needs.

Personality problems of an adolescent girl, based on unconscious jealousy of an older sister.

### YOUR CHILD AT HOME AND AT SCHOOL

Twelve Mondays, beginning October 19th—2:30 to 4 p.m.

MRS. BESS B. LANE

Trends of education today—as regards the three R's, languages, arts, tests, grades, and reports.

Do progressive schools prepare children for the next step, whether high school or college, or the requirements of life itself?

To what extent are parents' concerns about work habits, manners, academic achievement and cultural background justified?

Conflicting needs and drives of parents and teachers—can the modern school break down barriers between these two groups? How can parent organizations function most effectively?

Effect on child: of great differences in disciplinary practices between home and school; of marked discrepancy in educational philosophy between father and mother.

Educational progress as affected by large and small classes; assigned homework; marks; coeducation; private and public schools; rewards; punishments; "politics"; racial discrimination; inadequate teachers and untrained parents.

### LIVING WITH OUR CHILDREN

#### Fundamentals of Child Development An Evening Group

Eight Mondays, beginning November 2nd—8 to 9:30 p.m.

MRS. SIDONIE M. GRUENBERG

MRS. ANNA W. M. WOLF RUTH BRICKNER, M.D.

MRS. CÉCILE PILPEL

Freedom and authority—how can they be balanced? Rewards and punishments. Newer concepts of discipline.

Good and bad habits—how do children acquire them?

How do children become honest, responsible, considerate? How does "conscience" develop? "Reasoning" with children.

Conflict, rivalry and quarreling among brothers and sisters—what can parents do to help create constructive relationships?

Sex—what do children want to know? The meaning and management of sex episodes.

The outside world—movies, radio, books and newspapers; friendships; contacts with people of differing standards.

Pre-adolescent and adolescent periods—what are their special emotional problems? Educational and vocational problems?

### PARENT EDUCATION FOR COMMUNITY WORKERS

Ten Thursdays, beginning November 5th—11 a.m. to 12:30 p.m.

MRS. JEAN SCHICK GROSSMAN

and other staff members

What opportunities for parent education are open to the community worker? In settlements and other welfare organizations? Through day-to-day contacts with individual parents and families? Through parents' meetings and other group methods?

What are some of the conflicts inherent in family life? How are these intensified in the underprivileged home today?

How may we meet the needs of parents seeking guidance concerning discipline, sex education, the use of money, children's friendships, truthfulness, and similar problems?

How can the community worker recognize the need for special psychiatric advice or care? What are some of the special agencies recommended for such guidance to parents and children?

Relationships between the parent and the parent educator. Techniques of parent education among underprivileged groups.

### STUDENT-LEADERS SEMINAR

A Practical Internship Conducted by the Staff

An opportunity for qualified students to become more intimately acquainted with parent education philosophies and methods. Each student's work will be individually planned and will draw upon the full resources of the Association—Study Groups, Consultation Service, Library, Committees, etc. Conferences, guided reading, opportunities to evaluate and discuss a variety of projects will be planned at regular intervals, under the direction of staff members. Registration by personal interview.

For additional activities, lectures, announcement of course, MARRIAGE TODAY, fees for study courses and membership, see page 30.

# Parents' Questions and Discussion

STUDY GROUP DEPARTMENT

Cécile Pilpel, Director — Josette Frank, Editor

• *These discussions, selected because of their interest in connection with the topic of this issue, are presented for the use of individuals and of study groups. In this issue we add some teachers' questions as well.*

*My little girl is almost three. She is an only child and inclined to be timid and to cling to me in any strange place. In the hope of overcoming this I have registered her in a nursery school; but it hasn't worked. She weeps every morning when I leave her, and even there plays by herself most of the time. Should I persist? How far can I expect the school to help me with this problem?*

The group experience has so much to offer such a child that it seems to me it would be well worth putting a great deal of time and patience into this first attempt. Being an only child, and perhaps therefore more accustomed to the protecting presence of adults than to other children, your little girl probably finds it harder to leave this comforting protection and find her place as one of a group. This very fact, however, will make such an adjustment imperative sooner or later.

Give her time. Try it a little longer. If you have chosen a nursery school where there is an interest in the psychological and emotional development of the child, you should have no difficulty in getting the teacher to cooperate—possibly by permitting you to remain for a short while each morning, until the child feels more secure, or to leave her at school for only short periods to begin with. Have you tried having someone else take her to school? I would also suggest that you invite one or two of the children in the group to come to play at home with your little girl so that she may come to know them more familiarly in the home setting. Above all, try not to be too anxious and hovering, for this will surely impress her, and make the weaning process that much harder. Make sure you really do *want* her to feel happy away from you!

But this does not mean that you should be a Spartan mother. There are certainly some children

who, at three, are not yet ready for a group experience. Your child may be one of these, physically or nervously so constituted that she cannot yet cope with the demands of the group situation or the breaking of home securities. I should watch for signs of fatigue or strain. If, after a long enough test period, the child seems still to resist this experience, I should defer it until a later time. Meanwhile, however, it would be well to work at home toward building up her independence and initiative, by having her play with other children, and if possible, by arranging for someone besides yourself to share taking care of her.

*I am interested in a boy of nine with an unusually high I.Q.—179. Though he is already in a grade two years ahead of his age, his teacher wants to put him further ahead, since, as she says, "he is just wasting time" in his present grade. He is big for his age, but inept at games and other forms of social play, and his mother therefore feels it might be unwise to place him where he will have to compete with twelve-year-olds. His father, however, is inclined to agree with the teacher. What would you advise?*

In a certain sense a child whose I.Q. is so unusually high will for many years have to mark time waiting for others to come abreast of him. But this is not necessarily "wasting time." Academically what such a child can get from any schoolroom situation is limited; but there are other things to be had from the school experience—the techniques of group work and play, relationships with his comrades and his teacher, social understanding, and emotional security. Despite his physical and mental acceleration, one must question whether he is otherwise mature enough to meet the demands of twelve-year-old classmates. Then, too, placing him in a position where he is hopelessly outclassed in games and physical skills will undoubtedly drive him increasingly into academic pursuits as a necessary compensation.

Sometimes it is possible, with the school's cooperation, to arrange an individual program for such a child, and so to make both things possible—to let him take some of his academic work with an advanced grade, and still to keep him with his own age group for social play and games. But such an arrangement



has to be handled most skillfully, without undue emphasis on his being different—if he is to avoid the proverbial “swelled head.” If the school set-up is not sufficiently elastic to permit such an arrangement, it would seem almost better to let the boy be bored a bit on the intellectual side in favor of a more normal social development. In that case the home can supplement the school program through stimulating outside reading and other activities and interests. At nine, a year or two in age difference can be safely managed, but beyond that the discrepancy becomes too great to bridge successfully. With such unusual endowment, this child will certainly be able to make up the “wasted time” in high school or college, where the differences in age are not so marked.

*The question of progressive versus public school has become a pressing one for us. My husband and I have both been sympathetic with the philosophy of progressive education and we send our daughter to a progressive school. Yet we miss there that discipline of work without which, it is claimed, children will not be fitted for struggle in the present-day world. Now that our son is ready for school we are for this reason debating sending him to public school. At the same time, we feel that we may be depriving him since he will miss the richer program which the progressive school offers. Can you help us toward solving this problem?*

The choice of school is such an individual matter that no one can really solve it for you. You will have to be guided largely by what you most want education to accomplish for your children, trying to resolve your own conflict on this point. But a few suggestions may help you in determining values and differences.

For one thing the “discipline of work” which you are looking for may not be as missing in progressive schools as it appears to be. An outer compulsion which gets things done may be less permanently effective than the more subtle inner discipline of self-imposed tasks. Yet it is undoubtedly true that certain children need one type of discipline and others another. The needs of the individual child should be the determining factor. Again the question of the enriched program will hinge largely on what the home can best offer to supplement the school: some parents are better equipped to help their children with the three R's than to stimulate them in the social sciences, experimentation in physics and chemistry, cooking, and the arts. Or vice versa.

There are good “progressive” schools and poor ones, as there are good formal schools and poor ones,

depending on the educational philosophy and the personnel of the school itself. I would suggest that you invest some time in visiting and observing various schools—progressive and formal—first acquainting yourself fully with the things to watch for. Ask yourself in each case how this school would meet the needs of your particular child. Be prepared to find that no school will meet *all* his needs, and that you will have to supplement at one point or another. And I should like to add also this word of warning: there are schools which have *no* educational philosophy—which are trying to “combine the best features of each” through borrowing and adapting methods and terminology without accepting or understanding their real educational purpose and direction. The danger is that such a school may be neither fish, fowl, nor good red meat.

*I am a teacher of seven-year-old children in a small private school in a conservative community. Since children of this age are universally interested in animals, particularly young animals, nearly every year one unit of work revolves around the subject of pets. Naturally the children ask questions about the origin of babies, animal and human. This year, in response to many questions, I read “Growing Up” by Karl De Schweinitz to the children and in so doing brought a storm of protest from several mothers. Will you advise me as to how I could better have handled the problem?*

The problem of conflicting points of view between the home and the school is very common and very difficult. To you, the reading of the De Schweinitz book to children seems normal, natural, and necessary; but to the mother brought up to believe that any reference to reproduction, especially in mixed groups, is not only unclean but immoral, such reading appears perverting, corrupting, and wholly uncalled for. Even though you disagree with her, the parent's point of view must be respected.

It seems to me that, knowing your community, it would be imperative to call a meeting of the mothers of your pupils in the early part of the year, in order to explain the situation to them and lay the problem before them. If, after as full and frank discussion as possible, the majority of the mothers present still feel that, while perhaps the children should be somewhat informed about sex matters, there are dangers in giving that information in a classroom situation, you are, I believe, obligated to take their wishes into consideration and to refrain from instructing the children in that field.

*In a group of eleven-year-old children, with whom I have been working for four months, is a child who is greatly retarded in arithmetic. This handicap seems to be due not to lack of ability but to nervous tension obviously caused by fear of the subject. The father, an engineer, has long been deeply concerned about the situation, and, to remedy it, calls the boy from play a half hour before dinner so that that time may be utilized for drill in arithmetical processes. He has now asked for a weekly report on the child's progress. How can I get the father's cooperation in my efforts to eliminate fears and release the tension in the child?*

Since the modern school has so often been accused, and rightly so, of neglecting the three R's, parents are perhaps unduly suspicious and alarmed when their children have difficulty with one of the tool subjects. From the same home which you mention one is likely to get the question, "How can we get the school to cooperate with us in our efforts to teach the child some arithmetic?"

The wording of your question, as well as that of the parents, indicates a conviction of rightness on the

part of one and wrongness or lack of understanding on the part of the other. Would you not be more likely to solve the problem if parents, teacher, and head of school met together to think through and discuss the following questions:

What are the objectives of the home? of the school? In what ways and to what extent are they the same? different? What are the methods being used in the home? in the school? What dangers does the home see in the procedure of the school? the school in the procedure of the home? What plans can be formulated so that facilities of both home and school can be used to the advantage of the child?

When, in the course of this joint and open minded attack upon the problem, the school realizes that the parents, too, are concerned about the fears which are blocking the child's progress and are attempting to eliminate them, and the home realizes that the school too holds that the mastery of elementary arithmetic is extremely important and is working to that end, the problem is well on the way to solution.

## Suggestions for Study: Back to School

### TOPICAL OUTLINE

#### 1. HOME AND SCHOOL

Parental interest in schools and school problems. Results for the individual child; for the community. Common causes of friction between parents and teachers; how may their relationship be improved? Parents associations; study groups; social contacts between parents and teachers.

#### 2. NURSERY SCHOOLS

Are they worthwhile? For all young children? For some? The child who does not want to go. Contributions of the nursery school to the life of the young child; as a supplement to rather than a substitute for the home. Community and state efforts in nursery education.

#### 3. PERSONALITY PROBLEMS OF SCHOOL CHILDREN

Education as personality development. The school's responsibility for "the whole child." Common school problems—stealing, cheating, sex episodes, timidity and aggression. Parent-teacher cooperation. Contribution of psychiatry and the consulting psychiatrist.

#### 4. THE ADOLESCENT AT SCHOOL

The nature and needs of the adolescent boy and girl. Are our high schools adjusted to them? College entrance; vocational preparation; coeducation; social life; athletics; homework; etc. Present trends in secondary education.

### QUESTIONS FOR DISCUSSION

1. In a certain community the citizens take an active part in church and hospital work, in bridge and coun-

try club activities and in lectures on current events. They have not interested themselves in their children's schools, sometimes saying that they do not wish to "interfere" with the work of experienced teachers or that the schools are wholly controlled by "politics." To what extent are these valid reasons for parents holding aloof? To what extent are they excuses for indifference, fears and antagonism? What is known about parent activities in connection with public schools of outstanding merit?

2. Discuss in detail the various steps by which a fourth grade teacher may help a child, who has for the second time taken money from another child's purse, to develop more desirable behavior.

3. John is sixteen and has two more years of high school. He gets along well with other boys, his school work is average though performed with some difficulty. His parents wonder whether the financial sacrifice of sending him to college is worthwhile or whether he should go to work when he graduates? If the latter course, then what work? What are the facts which should be taken into account before arriving at a decision? Where might John and his parents turn for guidance and advice in this matter?



## SHOP TALK

THE FIRST thing that strikes one this fall in looking over the array of children's clothing at Best's and Macy's (and other stores to be reviewed in later issues) is how thoroughly they have responded to the demands of educators and pediatricians in providing a greater variety of clothes which are correct from a health, practical, and self-help angle. Only a year or two ago, for example, it was impossible for a mother who did not want to dress her child in wool to get sweaters or knit suits in anything else. Now the stores are showing separate long sleeved cotton sweaters for older children, and two-piece cotton Jersey suits for younger boys. Macy's has an unusually large collection of these non-shrinkable suits, size 2-6, in pastels, solid dark colors, and blazer stripe tops, all under \$2.00. Best's, too, shows a complete assortment of these cotton suits at a slightly higher price, \$2.95, with the added advantage of Lastex backs on the shorts.

The self-help and other practical details of children's clothes are being worked out more skilfully all the time, so that you need no longer hesitate between the useful and the attractive. With this end in view, Macy's has designed an original zipper dress for girls from 2 to 14. Its red zipper, running all the way down the front, is not only extremely functional but also the most decorative feature of the dress, its bright red accent repeated in pipings at the neck and sleeve. For slim girls who like to wear skirts but lack the wherewithal to support them, Best's provides skirts with very wide suspender tops, which actually enhance the appearance of the skirt.

Some girls enjoy clothes with a definitely foreign flavor, and this fall all the stores are rampant with Scotch clan plaids, authentic down to the last big safety pin fastening the wrap-around skirt. Both Best's and Macy's show sweaters specially dyed to go with these attractive and practical skirts, as well as plaid scarves to match. Macy's even offers plaid caps and purses, and velveteen jackets to complete the ensemble. From the Austrian Tyrol Macy's has imported the prettiest pinafores, in sizes 6-17, we have ever seen (only \$.98). For eating or playing, any girl would be delighted to put on one of these brightly colored aprons, sprigged with tiny motifs of the traditional hearts and edelweiss, and fastening with Tyrolean carved silver buttons. There are also unusual imported sweaters (very modestly priced) in bright authentic Tyrolean colors.

### *Noted at Macy's*

Washable cotton collars which attach without sewing to sweaters. For children who do not like the feel of wool around the neck. (\$.33)

Navy skirts of an all-wool flannel specially processed to be thoroughly washable. (\$2.77)

A complete range of buttonless Lastex back underwear in sizes from 2 to 6.

Three styles of boys' shirts (\$.79) in which the back buttons are sewed on to pieces of elastic. Relieves strain when bending.

A special *Robust* sweater for hard-to-fit heavy boys, who usually have to wear a larger size, too long and big all over. This model is made in short-wide proportions, with a shirred back and zipper opening for extra comfort.

### *Noted at Best's*

Play overalls for older girls (to size 16) in which to dress up like little brother or sister. Fine corduroy in navy, brown, or green, with white pearl buttons. Very attractive (as well as warm and practical) when worn with a white lisle shirt. (\$2.95)

Long-sleeved cotton pullovers for boys, sizes 4-16, in bright stripes or solid colors.

The largest collection in New York of Viyella flannel (a fine part wool and part cotton fabric which washes excellently) dresses, skirts and scarfs.

Boys' separate shorts (4-8) in flannel, wool knit, cotton knit, all with the comfortable "Nobelt" Lastex tops.

There are still many badly needed items in children's clothing which are not yet on the market. It is difficult, for example, to obtain a good color variety in full-fashioned socks, or bathrobes which are warm yet easily washable (such as flannelette). And in spite of the fact that it has long been heralded that raglan sleeves fit much better and are easier for children to get into, especially when wearing extra sweaters, it is almost impossible to find coats with this feature in even the largest collections. The department stores, however, are very eager to improve their stock and urge that parents speak to salespeople or buyers if they feel the lack of some really needed article. This shopping column would be very glad to route into the proper channel any suggestions which its readers might send it, toward improving the present status of children's clothes and toys.

—Pauline Rush Fadiman

## BOOK REVIEWS

*The Activity Program.* By A. Gordon Melvin. Reynal & Hitchcock, 1936. 275 pp.

This educator believes that "American public schools are organizing from coast to coast in terms of the activity program. Those who are pioneering for this goal and working ardently for it need have no fear. The deed is done. . . . This is not the battlefield of progressive education. The battlefield is a much more difficult one. It is the battleground on which every educational reform in history has been ultimately defeated. It is the area of ignorance and indifference, the area of imitation and formalization." Insisting upon the necessity for organization and system in progressive education, he decries the application of the term "progressive" to a kind of education which in many cases was merely a negation of existing methods. He characterizes such education as clothing its lack of program and philosophical nudity in an obscurantist vocabulary.

In an effort to clarify the situation and to further the cause of truly progressive teaching, the author examines some commonly misused terms—curriculum, activity project, realms of learning—and defines these concepts through formulating standards, and suggesting valid techniques. Of primary importance are the personality and insight of the teacher, for, "unless we place and keep in the classrooms of the country teachers with a living philosophy of education, teachers who evolve through imitation into self-reliant mediators between the child and the learning he craves, activity programs are a delusion and a snare."

CLARA F. BLITZER.

*Education in a Changing World.* By W. B. Curry. W. W. Norton & Co., 1935. 192 pp.

The most urgent problems which confront mankind today, according to the author, who is Headmaster of Dartington Hall in Totnes, Devonshire, England, are centered about peace and war, the use of force, and the transition from a competitive to a cooperative society. The purpose of education today should be the training of young people who will be prepared to deal with these problems through the achievement of fundamental social attitudes. To this end the school should help the child to acquire the technique of accepting and rejecting ideas and learn the nature of evidence, the use of reference materials, and the virtue of tolerance.

After developing this thesis, Mr. Curry proceeds to answer in a direct style those questions about the new education which most often trouble parents and teachers of the old school. In the absence of rigid discipline, can children be controlled and will they learn? Isn't competition necessary as an incentive? Will children trained in this way be prepared for the difficulties and demands of adult life? Are there not serious dangers in coeducation, especially for adolescents? These, and many other questions are discussed with so much clarity that many readers will find this book a stimulating contribution to educational theory and practice.

BESS B. LANE

*School Begins at Two. From the Manuscripts of Harriet M. Johnson.* Edited by Barbara Biber for the Bureau of Educational Experiments. New Republic, 1936. 224 pp.

Probably no single individual has contributed more to the development of nursery school education than Harriet Johnson, whose appreciative co-workers have published this posthumous volume as a fitting memorial to her name. It contains a paper on "Pre-school Curriculum," the only completed section of a book on which Miss Johnson was working at the time of her death; and in addition, presents excerpts from a number of her more recently published articles, woven together by the editor to complete, as far as possible, a permanent record of Miss Johnson's most mature thinking on many of the perplexing questions raised in her work.

The process of educating the young child is conceived throughout as a problem in gradual adaptation rather than in specific training—and all objectives, methods, and materials are scrutinized in this light. What is the developmental function of play? What sorts of play are most useful to the child and what kinds of materials tend to promote it? What function has the teacher in stimulating certain play situations and discouraging others? What emotional relationship should exist between the teacher and the young child—to what extent does he need to experience her as a source of security and of control; and how does the teacher's relationship to the child differ from the mother's? These and many similar questions are thoughtfully discussed in the light of clear, consistent educational principles.

For teachers, leaders, and those parents who already know something of the theory and practice of the nursery school, this book will prove a valuable stimulus to further thinking.

HELEN G. STERNAU



# Books for Parents and Teachers—1935-36

*Selected by the Bibliography Committee of the Child  
Study Association for Additions to its Book List.*

**Activities in the Public School.....288 pp.**  
by Margaret Gustin and Margaret Hayes

University of North Carolina Press. 1934

Provides clear, practical suggestions for progressive teaching under average public school conditions, despite limited equipment and personnel. The methods and materials recommended have been successfully employed throughout two semi-rural counties in North Carolina.

**The Activity Program.....275 pp.**  
by A. Gordon Melvin Reynal & Hitchcock. 1936

Discusses the philosophy of progressive education and offers detailed suggestions for classroom procedure based on activities arising from the life and needs of children.

**Adult Education in Action.....480 pp.**  
edited by Mary L. Ely

American Assn. for Adult Education. 1936

Consists of some one hundred and sixty short articles from the Journal of Adult Education comprising a stimulating and readable account of adult education in action, its application to American life, and the varying philosophies and practices of this movement.

**A Challenge to Secondary Education.....353 pp.**  
by Sidney B. Hall, Fred M. Alexander, W. B. Featherstone, V. T. Thayer, G. Maurice Wieting, R. D. Lindquist, Goodwin Watson, George H. Merideth, James E. Mendenhall, William L. Wrinkle, C. L. Cushman, and C. Robert Koopman. Edited by Samuel Everett

D. Appleton-Century. 1935

Offers a constructive criticism of our secondary schools by twelve forward-looking educators who challenge traditional methods and attempt to formulate a curriculum more suited to the present social and economic order. A somewhat difficult theoretic discussion, of interest primarily to professional educators.

**The Church Against the World.....156 pp.**  
by H. Richard Niebuhr, William Pauk, and Francis P. Miller Willett, Clark & Co. 1935

Examines and evaluates the modern Protestant Church with special reference to its attitude toward the problems of present-day civilization. These eminent churchmen deplore the Church's failure to meet the real spiritual issues of the day. Important to all who are interested in religious education, whatever their religious affiliation.

**\*Criteria for the Life History.....283 pp.**  
by John Dollard (Yale Institute of Human Relations)

Yale University Press. 1935

Discusses the use of life histories in the social sciences, establishes criteria for testing their value, and examines, in the light of these standards, documents of the Adlerian, Rankian, and Freudian schools, two sociological case histories, and an autobiography.

**Growth—A Study of Johnny and Jimmy.....319 pp.**  
by Myrtle B. McGraw (Research Psychologist and Assistant Director of the Normal Child Development Clinic, Neurological Institute, Columbia Medical Center)

D. Appleton-Century. 1935

Records a four-year study of sixty-eight babies. The

results throw additional light on the laws of growth and the relative effects of maturation and training in child development.

**\*Home-School Relations .....141 pp.**  
by Sara E. Baldwin and Ernest G. Osborne

Progressive Education Assn., N. Y. 1935

Analyzes the factors which determine the relations between home and school in an effort to stimulate thought on these questions.

**Imagination in Early Childhood.....366 pp.**  
by Ruth Griffiths

Kegan Paul, Trench, Trubner and Company, London. 1935

Explores the phantasy life of two groups of young children—English and Australian—through a technique somewhat related to child analysis, and suggests important conclusions as to the function of phantasy in the child's development. Author is connected with Queensland University.

**The Improvement of Reading.....668 pp.**  
by Arthur T. Gates (Teachers' College, Columbia University)

Macmillan Co. 1935. Rev. Ed.

Establishes tests and criteria for diagnosing reading difficulties, considering the physical, educational, and psychic aspects of the problem. Contains also a full description of ability tests. Primarily a book for teachers, it will interest also the parent of a child with reading difficulties.

**Leadership or Domination.....354 pp.**  
by Paul Pigors

Houghton-Mifflin. 1935

Analyzes the qualities which distinguish true leadership from domination, pointing out that the leader has a freeing and stimulating effect upon his followers while the dominator stultifies their development. Of particular interest to parents and students of child development is Chapter VII, Leadership and Domination in the Life of the Child.

**A Marriage Manual.....334 pp.**  
by Dr. Hannah M. Stone and Dr. Abraham Stone

Simon and Schuster. 1935

Presents in question and answer form as a conversation between doctor and patient, a comprehensive but non-technical discussion of the problems common to marriage and the essential facts of mating and reproduction, including the technique of the sexual relation and the problem of birth control.

**Mental Health—Its Principles and Practice.....551 pp.**  
by Frank E. Howard, Ph.D., and Frederick L. Patry, M.D.

Harper and Brothers. 1935

Explains the basic principles of mental health and their preventive and corrective application, following the psychobiologic approach of Dr. Adolph Meyer. Addressed to educators, doctors, social workers, and similar professional workers—but useful also for parents.

**Modern Motherhood .....271 pp.**  
by Claude Edwin Heaton, M.D. (New York University, College of Medicine)

Farrar and Rinehart. 1935

Addressed to lay readers, especially expectant parents, this wholesome and readable book gives a clear presentation of present knowledge of child-birth, prenatal, and postnatal care.

- Mother and Baby Care in Pictures**.....196 pp.  
by Louise Zabriskie, R.N. (Field Director, Maternity Center Assn., N. Y.) Lippincott, 1935  
Provides prospective parents with reliable and easily digested information on the physical care of mother and infant, both prenatal and postnatal. The chapters on habit training are unfortunately not in keeping with the soundest modern thought in this field. A series of excellent diagrams and photographs of the various stages of gestation—usually available only in expensive medical volumes—is a unique and valuable feature of the book.
- New Pathways for Children with Cerebral Palsy** .167 pp.  
by Gladys Gage Rogers and Leah C. Thomas Macmillan, 1935  
Approaches the problems of a specific group of handicapped children in a spirit which should help not only parents and teachers of children thus afflicted but all those dealing with the care and education of any handicapped child.
- Nursery Education** .....365 pp.  
by William E. Blatz, Dorothy Millichamp, and Margaret Fletcher Morrow & Co. 1935  
Presents nursery school practice and theory as developed in St. George's School for Child Study of Toronto. Designed primarily for teacher training, but has much to offer to parents of young children provided they bear in mind that not all group methods are applicable to the child in the home.
- Organization for Youth**.....351 pp.  
by Elizabeth R. Pendry and Hugh Hartshorne McGraw-Hill Co. 1935  
Sets forth, without criticism, the avowed objectives and methods of existing organizations devoted to character building for youth. Useful to parents, educators, and social workers who can bring to its purely objective descriptions their own standards of critical evaluation.
- Parents' Questions** .....312 pp.  
by the Staff Members of the Child Study Association of America Harper and Brothers, 1936  
Approaches parents' immediate questions as a key to their deeper, and often unformulated problems, and answers with advice calculated to increase their insight as well as their skill. Brief articles summarizing basic principles and a few complete case studies supplement the hundreds of questions and help to unify them into convenient topics.
- Patterns of Culture**.....291 pp.  
by Ruth Benedict Houghton-Mifflin, 1934  
Describes the details of three primitive cultures illustrating the author's premise that our social aims, our concepts of right and wrong, of normality and abnormality, of the good life are the result primarily of the culture pattern around us. Helpful to parents and educators as a source of perspective and tolerance.
- Practical Aspects of Psychoanalysis**.....223 pp.  
by Lawrence Kubie, M.D. W. W. Norton & Co. 1936  
Describes and explains analytic procedure, indicating where it may be helpful and establishing criteria for the selection of an analyst. A readable and valuable book addressed to the lay public by an accredited analyst.
- A Primary Teacher Steps Out**.....241 pp.  
by Miriam Kallen Lothrop, Lee, & Shepard, 1936  
Describes simply and clearly the methods of a courageous teacher who succeeded in a program of progressive primary teaching in a traditional city public school, despite large classes, old-fashioned equipment, and skeptical colleagues. Should prove of great practical help to other public school teachers—and of considerable interest to forward-looking parents.
- The Psychological Aspects of Child Development** .45 pp.  
by Susan Isaacs Evans Brothers, 1935  
Integrates the known facts concerning the child's mental and emotional development from infancy to early adolescence, correlating the findings of research psychology with those of the analytic school. Addressed to parents, teachers, and students of psychology. An unusually brief, clear, but tightly packed presentation.
- Roots of Crime**.....305 pp.  
by Dr. Franz Alexander and Dr. William Healy Knopf, 1935  
Reports in some detail a psychoanalytic study of the causes of crime carried on under the joint auspices of the Judge Baker Foundation and the Julius Rosenwald Fund. An important contribution to the literature of criminology, stressing the interaction of emotional and environmental factors in the production of anti-social behavior.
- The School for the Child From Two to Eight**...286 pp.  
by Ilse Forest Ginn & Co. 1935  
Traces the developmental history of the school for the young child and describes in a concise but interesting style the modern thought and practice in this field; designed especially for teachers, but will be helpful to parents in evaluating schools.
- Sex and Temperament in Three Primitive Societies** 335 pp.  
by Margaret Mead (Assistant Curator of Ethnology, American Museum of Natural History) Morrow, 1935  
Explores the customs and personality ideals of three very different primitive groups and suggests that, "Many, if not all, of the personality traits called masculine or feminine, are as lightly linked to sex as are the clothing, the manners, and the form of headdress that a society at a given period assigns to either sex." A scientific but thoroughly readable study which should interest psychologists and laymen alike as a challenge to some of our basic psychological assumptions.
- \*Talks with Parents on Child Training**.....138 pp.  
by Edith D. Dixon  
The Extension Service, New Jersey State College of Agriculture, Rutgers University, New Brunswick, N. J. 1935  
Collects a number of separate pamphlets on "Child Training" in a Memorial Volume. Sound, popular material on a simple level—useful for study group.
- Tomorrow's Children—The Goal of Eugenics**...139 pp.  
by Ellsworth Huntington John Wiley & Sons, 1935  
Expounds the basic principles of eugenics in simple question and answer form—in a plea for a more constructive social approach.
- Wayward Youth** .....236 pp.  
by August Aichhorn Viking Press, 1935  
Reports the work of a distinguished analyst in his training school for delinquent children. Valuable not only for its sociological implications but also from the standpoint of parents and teachers—for its insight into family relationships and the underlying causes of maladjustment.
- The Young Child in the Home**.....415 pp.  
A Survey of Three Thousand American Families. Publication of the White House Conference.  
D. Appleton-Century, 1936

\* Selected particularly for Readers' List.



# Science Contributes

## YOUR CHILDREN'S TEETH AND THEIR CARE

HOW many teeth should a baby have at one year of age? What is "normal occlusion"? Can difficult teething cause fever? How can teeth be kept from decay? How can I help my child to build good teeth from the start? Is "old-fashioned" brushing still of some use, or is the diet the all-important thing in preserving teeth?

Such dental questions as these are in the minds of many mothers, especially those with young children. A few such questions will be considered here. The more complex special problems which may arise can be competently discussed only by the dentist in relation to the individual case.

There is a rather wide range in the number of teeth which a child may have at one year of age. The first of the *temporary teeth* generally make their appearance between four and ten months. All of them—twenty in number—are usually present by the time the child is thirty months old. The temporary teeth are gradually shed between the ages of six and twelve years. The *permanent teeth*, thirty-two in number, are about one and one-half times larger than the temporary ones. They begin to appear at six years and are usually all in by the ages of 17 to 25 years, when the "wisdom" teeth break through.

The first one of the permanent set to erupt is the six-year molar. This tooth appears directly behind the temporary tooth and has been called the "Key-stone to the Dental Arch." If this tooth is firmly in place, the other permanent teeth will be guided into their correct positions, and the jaw will be held in its proper shape.

### *Teeth Which Need "Straightening"*

- When the jaws have the correct shape and position and the upper and lower teeth the proper relation to each other, the teeth—temporary or permanent—are said to be in *normal occlusion*. Under these conditions, the upper arch is larger than the lower, and the points of the upper teeth drop over, or "overbite," the lower. The parent may notice, however, that the child's teeth have not erupted in the normal position, or that some of them have been pushed out of it. Such conditions are known as *malocclusion*.

For example, little Edith's upper teeth may underbite instead of overbite her lower ones. Perhaps her

jaws are like her grandfather's in this respect. In another child, the mother may notice a conspicuously protruding overbite or irregularly crooked teeth. These conditions are likely to develop in children who use pacifiers too long, who are constant mouth-breathers, or who persist in thumb-sucking throughout their early years. If the sucking or mouth breathing is abolished before the permanent teeth begin to erupt, however, the malocclusion usually gradually disappears. How to help the child overcome the habit is, of course, an educational, rather than a dental problem. Physically, in the case of mouth breathing the child can sometimes be very much helped by the removal of adenoidal or other tissue which is obstructing the nasal passages.

Malocclusion should be attended to, since if it is left untreated during certain periods of the child's growth, the faulty alignment of the teeth may change the bones of the face in such a way that proper breathing is hindered. Also, there is no doubt that crooked teeth are harder to clean than straight ones. When occlusion is normal, the action of lips, tongue, food, and saliva tends to make the teeth "self-cleansing." Thus crooked teeth predispose to decay and pyorrhea. The psychological effect of crooked teeth on the child should also receive the earnest consideration of parents.

Each case of malocclusion must be treated differently. When the treatment should be started and how long it should be continued will also depend upon the individual case. Sometimes a tooth which seems crooked while it is erupting straightens itself later. If a tooth is crooked after it is well erupted it is best to consult an orthodontist. Some orthodontists believe in straightening the temporary teeth as well as the permanent. Others do not. At best, the process of tooth straightening is likely to be a rather long one, requiring considerable patience on the part of child, mother, and dentist alike. However, there should be little acute discomfort during the straightening process. There are removable and non-removable appliances. The non-removable are favored on the grounds that the removable ones are more frequently off than on, and that there is too much friction in taking them off or putting them on. In any case, the competent dentist will see to it that the teeth do not loosen or decay beneath the brace.

## Other Dental Problems

- There are other troubles, however, that our children have with their teeth besides malocclusion. These difficulties include teething, discoloration, and, above all, dental caries or decay.

*Teething* has been held responsible for a motley assortment of ills, from ill temper to convulsions. It is true that teething may be painful. It may also make the gums hot and swollen, but only occasionally causes fever. An associated fever is more likely to be due to some digestive upset. With a better understanding of infants' diets many of the ills that were formerly attributed to teething have diminished greatly and the teething period is no longer the mother's "bête noire."

*Discolored teeth* are, unfortunately, not uncommon, but this condition is usually merely a detriment to personal appearance rather than an indication of a serious dental condition. The discoloration may be due to a fall or other accident. If it is, the tooth is quite likely to return to normal by itself, just as any tissue may after a bruise. When it does not, the condition can sometimes be treated if the tooth pulp does not die and decompose. While treatment does not decrease the discoloration, it usually does save the tooth. If the latter is very far gone, it must be extracted.

The most common dental disease of all is tooth decay or *dental caries*. Improper diet, lack of vigorous chewing, failure to clean the teeth are among the causes of dental decay. The child's general condition, too, is important. The teeth are likely to suffer if he has had some illness or been under some special physical or nervous strain.

## General Dental Hygiene

- We come now to the more constructive question: How can I help my child to *build good teeth* from the start? For the teeth, as for the body in general, the most important single factor is a *correct diet*. This must be begun by the mother herself before the child is born. The diet of mother during the pregnancy and nursing periods should be as carefully regulated by the advice of a physician as that of the child himself when he begins to take other foods. For both mother and child, the doctor will include the foods which play a special role in the building of healthy teeth. For the infant, many doctors and dentists feel that when possible there should be breast feeding. In the first place, the mother's own milk

usually has the proper ingredients in just the proportions suitable for the small baby. Furthermore, breast feeding provides just the right amount of muscular activity, makes properly shaped jaws, and helps the teeth to grow in a regular arch. As the child grows and his teeth appear, foods that require vigorous chewing, such as hard breads, toast or zwieback should be added to his diet. Children should be encouraged to eat slowly and chew well.

The proper diet has been given such importance lately that *brushing the teeth* has even been called "merely an esthetic activity," and the slogan "a clean tooth never decays" has been considerably discredited by some people. A certain amount of skepticism about the importance of brushing has been aroused by statistics comparing the frequency of dental decay among the reasonably well-cared-for school children of Chicago, Milwaukee, and Detroit with its relative infrequency among the children of the Blue Ridge Mountains, where the tooth brush, like most other niceties, is rare. Furthermore, scientists point to several primitive peoples such as the American Indians, the Eskimos, and the Sikhs of Northwest India whose teeth receive no brushing but are nevertheless remarkably free from decay. Evidently, the primitive constitution, diet, and method of life is favorable to sound teeth, at least during youth, while under the conditions of modern civilization teeth tend to crumble.

We do not yet understand the circumstances which govern these facts. In any case, under the conditions of contemporary civilization, it still seems advisable to continue brushing the teeth, even if one believes that tooth preservation or decay has its fundamental basis in diet and constitution.

As to the time when *cleaning the mouth* should start and how it should be done, there is wide difference of opinion. Some doctors advise brushing the teeth 4 or 5 times a day. Others say that twice is enough. Most agree that at night before retiring is the most important time. Some advocate the use of dental floss. Others say that it does more harm than good when used inexpertly. All agree that the brushing should be from the gum toward the biting surface and that all surfaces should be brushed.

• *This summary, based on material assembled by Elinor H. Tiger, from authoritative professional material, has been read and approved by a dental authority.*



# News and Notes

## *New Publication of Children's Bureau*

Beginning with the July issue, the Children's Bureau of the U. S. Department of Labor begins the publication of a new magazine, THE CHILD, which will take the place of CHILD WELFARE NEWS SUMMARY formerly sent out by the Children's Bureau in mimeographed form. This new publication will be a monthly news summary of current activities and research in the field of child welfare and child health. The first issue contains a foreword by Secretary of Labor Frances Perkins, a description of the development of maternal and child health services under the Social Security Act by Dr. Alber McCown, a review of research on infant mortality, recent child labor legislation, book and periodical notes, and reports of local and international conferences. Copies of THE CHILD may be obtained by writing to the Children's Bureau, U. S. Department of Labor, Washington, D. C.

## *University Course for Parents*

A non-credit course of fifteen lecture-discussions on "Parents and Children" will be given at New York University on Monday evenings beginning September 28th. The lectures, under the direction of the Division of General Education, will be conducted by Sidonie Matsner Gruenberg, Director of the Child Study Association, and Anna W. M. Wolf, of the Family Guidance and Consultation service of the Child Study Association.

While the course is primarily for parents, it is addressed to all adults who have to live with children, direct, supervise, or guide them. The discussions will be designed to clarify present knowledge of children's needs and interests at various stages of their growth and to deepen insight into the relationships both within the family and without, which make for the development of sound personalities. The course will apply the findings of modern research in psychology and education to every-day needs and situations.

## *Child Development Institute*

After twelve years of experimental and demonstration work, the Child Development Institute of Teachers' College, Columbia University, came to an official close on June 30th. Though many phases of the work which has been

carried on by the Institute will have to be dropped, a considerable part of the instructional phase of the Institute's program is being retained by Teachers' College. Professor Lois Hayden Meek will continue to act as head of the Division of Individual Development and Guidance; Professor Arthur Jersild will give a larger portion of his time to student guidance in the Advanced School of Education; Dr. Gertrude Driscoll will be in charge of the guidance program in the Lincoln School of Teachers' College, and will also teach a course on child guidance based on field work experience. The work in parent education will be carried on by Ernest Osborne under the auspices of the Adult Education Department. Miss Christine Heinig will continue with her experimental work in Housing, Equipment, and Advanced Training of Nursery School Teachers. The entire group will cooperate to carry on courses in the field of child development under the auspices of the Department of Educational Psychology.

## *Iowa Conference*

The tenth Iowa State Conference on Child Development and Parent Education held in June at Iowa City under the auspices of the Child Welfare Research Station had as its central topic "Education for Family Life." The three-day program of lectures, round tables, and symposiums was attended by about one thousand active workers in the field—school superintendents, state institution staff members, teachers, and lay workers. A new and significant trend noted in Iowa is the widespread co-operation existing between the staff of the Research Station and the state institutions. Much of the research on dependents, delinquent children, and so on, is carried on directly in these institutions, and some of the staff members hold joint State University and institution appointments. Dr. Ruth Brickner presented case material from the Consultation Service of the Child Study Association, and emphasized the difficulty of obtaining worthwhile mental measurements when the important emotional factors involved are not taken into account.

## *"Cubbing"*

"Cubbing" is a new organization sponsored by the Boy Scouts of America for providing a program of useful and enjoyable activity for younger boys, nine-to-twelve-year-olds. It is largely a hobby program

offering a large variety of interesting things to do which are within the young boy's powers of mental and physical coordination at his particular stage of development. It is recognized that too much concentration or continuous interest is not to be expected at this age, and that the youngster's sudden interest in postage stamps, bows and arrows, stilts, marbles, amateur photography, making figures out of corn cobs, stone carving, or what not, may switch overnight to anything else. The various crafts and skills are not taught in classes but individually, each boy being encouraged to make whatever he wants according to his own creative ability. The purpose of "Cubbing" is the formation of natural but motivated groups of youngsters for activity during the out-of-school period. There are now more than 50,000 boys enrolled in 2,297 Cub Packs in the United States; these Packs are in turn subdivided into smaller groups known as Dens. Information about neighborhood Cub Dens can be obtained from the Boy Scouts of America, 2 Park Avenue, New York, N. Y.

*Courses on  
Education and  
Child  
Psychology*

Those interested in progressive education or in current psychiatric practices as applied to children will be able to do so at the New School for Social Research during the fall term.

A course on the Psychological Aspects of Child Development will be given jointly by

Dr. Bernard Glueck and Dr. Edward Liss. These lectures will give a critical survey of the contemporary situation in which all the factors contributing to the child's development, and the current practices in mental hygiene and psychotherapy will be considered. This course will meet on Tuesdays at 4:20 P.M. beginning September 29.

Of interest to parents and educators will be the course on Public Education as Planned Education by John L. Tildsley, assistant superintendent charged with improvement of teaching in the New York City high schools, in which the problems of the public school, its financial and human wastes, its needless conflicts between freedom and discipline will be discussed.

Mr. Tildsley will also consider the problems of private schools, and how to acquaint parents with the yet unrealized possibilities of the school in molding the growth of their children. This course will be given Thursday afternoons at 4:20, beginning October 1.

Among the other courses offered in the fall term are: Philosophic Aspects of Mental Courses on Education and Child Psychology (cont'd); Hygiene in Education by Dr. Caroline Zachry; Social Psychology by Dr. Horace Kallen; and Therapy of Parental Attitudes by Dr. David Levy. Further in-

(Continued on page 31)

## In the Magazines

*Freudian Light on Children's Behavior.* By Nina Searl, Member of the British Psycho-Analytical Society. *The New Era*, May, 1936.

Generalizing upon a detailed discussion of the difficulties of a particular child, the writer urges that parents try to realize the amount of reason which exists behind their children's most unreasonable conduct and the hidden difficulties with which they struggle, so that the parents may be better able to remain patient, loving, and understanding.

*Jealousy, Shyness and Fears.* By D. R. MacColman, M.D., General Secretary, Child Guidance Council. *The New Era*, May, 1936.

In this helpful article, Dr. MacColman gives a clear analysis of some of the basic causes of jealousy, shyness and fear in children, and suggests ways in which parents can meet these emotional disorders constructively. He emphasizes the fact that none of these difficulties disappears spontaneously, or can be re-

moved by concentrating directly on the immediate problem. They all demand understanding, patience, and a profound wish to help for the child's own sake.

*Sociological Factors in the Development of Talent and Genius.* By Prof. Robert E. L. Faris, Brown University. *The Journal of Educational Sociology*, May, 1936.

In this interesting summation of certain case studies, Mr. Faris points out that the interest of parents and other adults is an important factor in developing a special talent in young people. Others are the relationship between the gifted child and his playmates, and—perhaps most important—easy access, in a favorable environment, to opportunity and stimulating contacts.

*When Children Read Together.* By Marion Paine Stevens. *American Childhood*, June, 1936.

Miss Stevens, who has long been a teacher in the



Ethical Culture Schools in New York City, lays particular emphasis upon the value of oral reading in the lower grades. She points out the necessity of building up a classroom library, from which children can take books for home or school reading. Occasionally, a discussion period on some of the favorite volumes helps to interest more children. Another suggestion is to have some of the group volunteer to read selected stories or poems aloud. This also offers an excellent opportunity to raise speech standards. This article has a special interest for both parents and teachers.

*The Effect Upon Family Life of Certain Frustrations of Youth.* By Fred J. Kelly, of the U. S. Office of Education. *Journal of Home Economics*, June, 1936.

The three main frustrations of youth discussed by the writer are unemployment, lack of space and facilities in the home for wholesome entertainment for young people and their friends, and the enforced delay of marriage. Mr. Kelly offers no panacea but he does state the problem clearly. He suggests that we restudy our values and our attitudes and that we enlist the interest and support of young people themselves. They may appear nonchalant, but they really care.

*Part-Time Jobs for Women.* By Barbara Bean. *Jobs and Careers (The Vocational Digest)*, May, 1936.

For the woman who wants to earn extra money through part-time work, this brief article is rich with suggestions. Whether one lives in a rural, suburban, or urban community, one can find money-making ideas that seem both sound and feasible. Harnessing one's ingenuity to the development of these or similar projects would seem worthwhile to the woman who has some time to spare or some need to fill.

*When Should Reading Experiences Begin?* By Ruth Streitz. *Progressive Education*, May, 1936.

This article reviews the more significant research done on this question and discusses the problem from the angle of the development of "the whole child."

*What Shall We Do About Parents?* By Alice S. Christensen. *Progressive Education*, May, 1936.

This article throws light on the vexed question of parent-school cooperation by describing how one town established a very happy relationship. The author might have included more detail regarding the difficulties encountered and methods used in dealing with them. She does, however, offer helpful suggestions for any community in which school and home are at cross purposes.

*A Seventh Grade Course in Sex Education.* By Russell B. Babcock. *Progressive Education*, May, 1936.

This article gives a detailed description of a course relating biology to current events in a way which might prove highly interesting to young students. The importance of the teacher's equipment and personality is emphasized, as well as the need of keeping such a course flexible within carefully thought out limits.

*When They Ask About Babies.* By Zilpha Caruthers Franklin. *Parents' Magazine*, June, 1936.

Small children's questions about babies sometimes meet with very "old-fashioned" answers, even from otherwise well informed parents. To answer such questions helpfully, both sound information and a sound emotional adjustment on the parent's part are essential.

*If Not College—What?* By Marjorie Barstoe Greenbie. *Parents' Magazine*, June, 1936.

For the young person (as well as his parents) who hasn't enough money to go to college and still wants training for a job and broadening for a well-rounded life, this article gives practical and intelligent suggestions.

*Getting a Perspective on Child Care.* By Rhoda Bacmeister. *Parents' Magazine*, June, 1936.

A useful antidote for that malady which causes some mothers to produce—or try to—nothing less than "perfect" offspring. Mothers are counseled to be human beings first and mothers second, if they would have happy, hardy children.

*Grownups Go to School.* By Everett Dean Martin. *Parents' Magazine*, June, 1936.

Adults are finding out that they are not "finished" educationally at twenty-one. Mr. Martin discusses the implications of adult education for the present and for the future.

*Theatre Art as Education.* By Victor d'Amico. *Progressive Education*, May, 1936.

A new understanding of school dramatics may open a door for all children into a new world of the theatre.

*The School Child and His Home Background.* By H. Crichton Miller, M.D. *Parents and Teachers*, April-May, 1936.

Dr. Miller points out certain psychic attitudes necessary for sound living. He shows how children badly educated with regard to these fundamentals may fail and makes suggestions for helping them toward sound growth.

# Lectures and Symposia—Calendar for 1936-1937

## MARRIAGE TODAY

### Its Conflicts and Adjustments

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Tuesdays at 11 a.m., beginning October 20th

### EMOTIONAL RELATIONSHIPS IN MARRIAGE

Masculine and Feminine Conflicts and Needs

BEATRICE HINKLE, M. D.

### WOMEN IN THE MODERN WORLD

DOROTHY THOMPSON

### WHITHER THE AMERICAN FAMILY?

Facts and Trends—Their Implications

LOUIS I. DUBLIN

### SEX ADJUSTMENT IN MARRIAGE

HANNAH M. STONE, M. D.

### CRISES IN MARRIAGE—A LAWYER'S VIEW

LOUIS S. WEISS

### YOUNG PEOPLE AND MARRIAGE

Developing the Capacity for Effective Family Life

EMILY B. H. MUDD

### BIRTH CONTROL AND THE FAMILY

Emotional Conflicts Created by the Elements of Choice

ERIC MATSNER, M. D.

Title and speaker of the eighth meeting to be announced.  
For Fees for this Series, see listing on Registration Blank.

## A DAY AT HEADQUARTERS

Wednesday, October 14th

Study Group Demonstrations

An opportunity for members and others interested in family problems to become acquainted with the Association's activities and with members of the staff.

10:30—11:30 a.m.

Parents and Children

Mrs. Cécile Pilpel

Six to Twelve

Miss Eva Lewis Smith

11:30 a.m.—12:30 p.m.

Two to Six

Dr. Mary Shattuck Fisher

Your Child at Home and at School

Mrs. Bess B. Lane

2:30—3:30 p.m.

Adolescence

Mrs. Sidonie M. Gruenberg

Early Childhood

Mrs. Anna W. M. Wolf

4 p.m.

Informal Tea and Reception

## ANNUAL MEETING

Tuesday, November 17th, at 8:15 p.m.

The Impact on the Home of Forces in the Outside World—

Press, Radio, Movies and Others

Panel Discussion—LYMAN BRYSON, Chairman

RAYMOND GRAM SWING and Invited Panel

Business meeting and election of officers.

## Coming Events—Preliminary Announcement

### CHILDREN'S BOOK EXHIBIT

Tuesday, December 1st, at 3:00 p.m.

Auspices of the Children's Book Committee

Chairman, MRS. HUGH GRANT STRAUS

The Exhibit will be open until Christmas.

### THE MEANING OF EMOTIONAL MATURITY

Parents' Coming of Age

An Evening Lecture

Tuesday, February 9th, at 8:30 p.m.

### EDUCATION IN EARLY CHILDHOOD

Home and School Needs of the Youngest Child

An Afternoon Symposium

Tuesday, January 12th, at 3:30 p.m.

In cooperation with the New York Kindergarten Association.

### EVERYDAY PROBLEMS OF CHILDHOOD

Newer Trends in Habit Training

An Afternoon Symposium

Tuesday, March 9th, at 3:30 p.m.

Speakers for these four meetings will be announced in advance of each date.

For announcements of study groups, courses, seminars,  
and family consultation service, see pages 16-17.

## FEES

	Members	Non-Members
ACTIVE MEMBERSHIP.....	\$10*	
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Additional Groups, each .....	\$ 3	\$ 3
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Community Workers .....	free	\$ 6*
Student-Leaders Seminar .....	fees arranged individually	
LECTURES AND SYMPOSIA:		
Marriage Today .....	\$ 6	\$10
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## NEWS AND NOTES

(Continued from page 28)

formation may be secured from the New School, 66 West 12th Street, New York.

### Family Conference

Indicative of the growing interest in family life and its inextricable effect on child welfare was the New York State Conference on Marriage and the Family, the first of its kind, which was held in June in New York, N. Y. At the dinner meeting, Governor Herbert H. Lehman spoke on "Marriage and the Family and the Responsibility of the State." In the analysis of the destructive forces of family life and their prevention, a consideration of the peculiar nature of our contemporary scene was emphasized by all the speakers. In the opening address, Professor Eduard C. Lindeman stressed the effect of the present economic and social set-up, particularly the problems of housing and birth control, on the modern family. Special interest was centered in the lively round table discussions which undertook a constructive consideration of how the government, the church, schools, colleges, and women's organizations could contribute toward further enriching family life.

## THE YOUNGEST GOES TO SCHOOL

(Continued from page 13)

space and the playthings at home against those which the school provides, but with regard to their variety and educational purpose, not to their quantity. Many homes have more things than the nursery schools but there are often duplications and lacks in the very abundance. In educational value for the young child, fifty dolls could never take the place of one piece of climbing apparatus. Satisfy yourself that the school is well equipped and that it provides a wide variety of materials.

The features of nursery schools which have been briefly considered in this article are only four out of many almost equally important ones. It is to be hoped that with an understanding of them parents will find it a little easier to answer the question, "Shall I send my child to nursery school?" The rapid growth of play groups for preschool children makes it necessary and difficult for parents to distinguish the sound educational ventures from the mere money-making schemes. After this first step, it must be decided what a particular nursery school can offer to a particular child.

### IN YOUR EFFORTS TO RECLAIM THE "PROBLEM CHILD"

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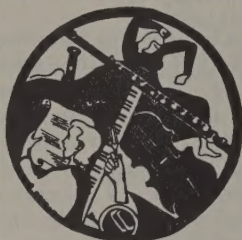
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